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Charter Application Part I

The Cambridge Charter School

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OFFICE OF EDUCATION

1.) Mission Statement:

The Cambridge Charter School's mission has three distinct components: (1) the mission that relates to the students it serves, (2) the mission that relates to the state which charters it, and (3) the mission that relates to the community which the school serves.

In terms of the students it serves, the Cambridge Charter School's mission is to prepare young children to succeed in the world they will eventually face as adults and to change that world so that it better serves them and their neighbors. The Cambridge Charter School assumes that learning empowers children and that honoring what children bring with them to school enhances what they can learn. The mission of the school is to enhance the learning of the children who attend it in a way that empowers them as the children they are today and as the adults they will become tomorrow.

We believe that all children begin school with an insatiable curiosity and desire to learn and that it is schools themselves that inhibit or destroy this initial enthusiasm. The Cambridge Charter School's mission is to support and strengthen the joy in learning children bring with them to school and to build a curriculum on the assumption that this initial curiosity will remain intact. Part of the mission of the school is to insure that children leave the Cambridge Charter School as excited about learning as they were when they arrived.

Learning never takes place outside of a social context. Learning for its own sake needs to be encouraged, but we believe that learning is the basis of empowerment, especially for inner-city children. For this reason, the Cambridge Charter School will stress the role learning can play in the lives of its students, and the curriculum of the school will be shaped in part by the social and political implications of learning.



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Learning is usually viewed as a cognitive process; empowerment is usually seen as an affective one. Their linkage here reflects our approach that the combination of cognition and affect is essential. At the same time, the mission of the Cambridge Charter School includes creating an environment in which both the cognitive and the affective will be supported—individually and linked to each other—in all students.

In terms of the state which charters it, the mission of the Cambridge Charter School is to demonstrate that dramatic educational reform can take place without the infusion of additional expenditures. We believe this is a realistic goal because of our conviction that we know all we need to know to create successful schools; we don't need to spend time or money "discovering" or "inventing" or "creating" solutions to our educational problems. There are more than enough educational practices; it is simply a question of political will and synthesizing these existing methodologies into a coherent and cohesive whole.

The underlying basis for the Cambridge Charter School as a model school is its curriculum, a curriculum which synthesizes much existing practice into an innovative new whole. We call this curriculum Fusion Curriculum. We began developing fusion curriculum in the 1970s with a series of social studies textbooks. Originally, fusion curriculum referred to the integration of conventional school content with the fundamental human concerns of power, identity and inter-connectedness.

Over the years, fusion curriculum has expanded to look at connections in a number of areas, five of which are central to the Cambridge Charter School's implementation of a fusion curriculum.

1. Realistically high expectations

Too many teachers expect too little of their students. Fusion Curriculum means to connect the expectations teachers have of their students with what their students are capable of achieving.

2. Meaningful curriculum

Fusion Curriculum provides meaning by connecting what is strange to

students—the content, skills, and processes we as adults have decided they must acquire—with what is familiar to them: their sense of who they are, the way they relate to others, the way they respond to power and authority, and other similar human concerns.

3. Integrating technology into the classroom

The more technology enters the school, the more distant it is from what is central to education: the on-going classroom experience. Fusion Curriculum is dedicated to connecting technology to both the curriculum and the teachers who are responsible for implementing that curriculum.

4. Accommodating a diversity of learning styles

Fusion Curriculum is fundamentally about making connections. Children vary in terms of their learning styles in relation to each other, and there is even diversity within each child. Fusion Curriculum assumes this diversity and is designed to accommodate it.

5. Building on social diversity

Fusion curriculum connects the content and process of the school with who the students are. Since their cultural diversity is one of their most distinguishing characteristics, Fusion Curriculum must integrate diversity as a basic human concern with conventional school content.

There is nothing new or revolutionary in any of these concepts; to the contrary, there is much educational practice in implementing all of them. But most instances of implementation are modest and unconnected to each other. The underlying purpose of Fusion Curriculum is to implement in as extensive, comprehensive, and integrated way the existing educational practice which supports these five kinds of connections.

In terms of the community which it serves, the mission of the Cambridge Charter School is to provide a training ground for new teachers and a rejuvenating experience for seasoned teachers. Although the Cambridge Charter School is chartered by

the state, it is, in our view, fundamentally a public school, and a Cambridge public school. As such, it has a particular responsibility to its own community.

The Cambridge Charter School will have a professional staff mixture of experienced and beginning teachers. We expect many of the experienced teachers will come from the Cambridge Public Schools. We expect many of them will ultimately return to their former schools rejuvenated by the experiences they have had in the Cambridge Charter School and what they have learned working in that environment.

One of their responsibilities while working at the Cambridge Charter School will be to train a new generation of beginning teachers. These beginning teachers bring their enthusiasm and tremendous energy; it will be the responsibility of the experienced teachers to harness that enthusiasm and energy with their wisdom and Fusion Curriculum. Some of these beginning teachers will, undoubtedly, remain at the Cambridge Charter School, perhaps becoming its experienced teachers. But we expect most of them to move on into other public schools in Cambridge, helping to provide leadership for change in those schools. This is the mission of the Cambridge Charter School as it relates to Cambridge, its community.

2.) School Objectives:

A. The school's broad academic objectives for student learning grow out of the movement over the past few years in both the educational and political communities toward world-class standards and 21st century skills. As a result, the Cambridge Charter School does not promote content objectives; students derive little benefit from the mere acquisition of knowledge. The academic objectives of the Cambridge Charter School revolve around the skills and abilities we are convinced students will need to both succeed in school and to succeed in life in the 21st century. They include the ability to:

1. read at or above grade-level,
2. communicate effectively verbally,
3. listen accurately,
4. write correctly and intelligently,

5. compute accurately,
6. solve problems,
7. make decisions,
8. connect school learning to real-world problems, and
9. express learning in a variety of ways.

B. The non-academic goals for student performance are considered as important as the academic objectives. This view grows out of the assumption that cognition and affect must work in concert if student learning is to be maximized, both at the Cambridge Charter School and beyond. We expect students to be able to:

1. listen empathically to each other,
2. express their opinions and feelings,
3. solve problems,
4. appreciate diversity,
5. understand their own strengths and weaknesses,
6. develop non-violent conflict resolution skills, and
7. actively engage in building their self-esteem.

C. The community environment the Cambridge Charter School will support is critical to the success of the school. First, the community environment will support the excitement in learning that the students bring with them. Although any school in the 1990s and beyond must provide many functions and services to its students, it must still retain as a primary function the enhancement of student learning. For this to happen, the school community must be one in which learning is valued and the students' curiosity acknowledged and honored. We expect all the adults in the community to share in this joy and excitement.

Second, the community must be built on a fundamental level of respect that all members of the community have for one another. Adults must respect each other; students must respect each other; students must respect adults (who must act in a way to justify that respect); and adults must respect students. This notion of respect seems so simple and obvious, but it rarely exists in practice in schools. Without it, however, learning is virtually impossible.

Third, the community must involve a high degree of common purpose and collaborative effort. Students need each other to learn; adults must learn from and support each other; students need adults to learn; adults have as much to learn from their students as their students have to learn from them. In most schools, learning is perceived as a highly competitive commodity: adults have a lot, students have a little, and some students have more than others. The Cambridge Charter School does not view life as a zero-sum game; the only effective schools perceive learning as a win-win situation.

Fourth, the community environment of the Cambridge Charter School will be a caring, loving community, committed as much to the mental and emotional health of its students as to their academic and intellectual pursuits. Angry and sad students simply don't learn as much and as well as satisfied and centered children. Schools are not parents, but they must address the whole child if they are to address any part of that child.

Finally, the community of the Cambridge Charter School is not simply those members of the community who are always in attendance, that is, the students and the teachers. This narrowly-defined school community is part of a larger community, one which includes family members of the students and members of the larger community in which the school is a part. And it is this larger sense of community that the Cambridge Charter School embraces.

D. There is an additional set of objectives that the Charter Application does not list, but a set which is as important to us as the academic objectives, non-academic goals, and community environment. For us, a charter school is an experiment in replicable educational innovation. We are not at all interested in creating a uniquely successful school. The basic concept of charter schools is that they involve the same basic limits as all other public schools: the same kids and the same amount of money.

As a result, we are committed to insuring that the innovations that form the basis of the Cambridge Charter School will be of such a nature that they will be replicable in other schools.

3.) Statement of Need:

A. The need for the type of school we propose grows out of two independent factors: the nature of Cambridge and the nature of the changes we propose.

Cambridge is a unique city in Massachusetts. On the surface, it is dominated by the many and large universities to which it is home. Its reputation—both within and outside the state—is that it is an upper middle-class intellectual community. In large part because of this element within the city, Cambridge has come to define “liberalism,” both in politics and education.

Cambridge is an intellectual community, but it is more fundamentally a richly mixed community: socially, economically, racially, and ethnically. Diversity is more its leading characteristic than any other, although its liberalism is probably not too far behind.

These three characteristics—diversity, liberalism, intellectualism—have all noticeably affected the public schools in Cambridge. For years the city has voluntarily desegregated its public schools, and all schools share in the city’s diversity. For years the schools have allowed for, at least, a noticeable level of parental involvement in the schools. And for years, Cambridge has one of the highest percentages of school-age population in private schools.

The results are two-fold. First, a large number of residents who are interested in and committed to their children’s education have abandoned the public schools. Second, there is an illusion among many of the other city residents that the public schools are noticeably better than they really are.

The Cambridge public schools are constantly experimenting; they can take care of that aspect of educational reform. And the city certainly doesn’t need any more private schools. What the city badly needs is a charter school, by definition an innovative alternative to city-run public schools. Cambridge needs a charter school to demonstrate to the public schools some of what they have to do to dramatically improve. Cambridge needs a charter school to demonstrate to the private schools that there

can exist a public school alternative. And Cambridge needs a charter school to demonstrate to its residents that the diversity of their community can help to create a better school.

At the same time that Cambridge needs a charter school, the kinds of educational changes we propose as the foundation of the Cambridge Charter School need a voice in Massachusetts. This foundation is based on Fusion Curriculum and the following five elements of Fusion Curriculum:

1. Realistically high expectations

The Cambridge Charter School is based on the assumption that every child can learn...a great deal. If teachers work on this assumption, and acknowledge the diversity of learning styles within each child and among all children, all children can achieve significantly more than most are currently achieving. Massachusetts needs a charter school to demonstrate that realistically high expectations are more important to a school's success than spending more money.

2. Meaningful curriculum

The curriculum in most American schools is one of their primary reasons for failure. The standard American curriculum is pedagogically narrow; lower-order thinking and rote dominate. The standard curriculum emphasizes acquisition of content over the process of learning. There is no connection in the standard curriculum between what the school is doing and what is going on in the lives of the students it purports to teach. The standard curriculum focuses more on teaching than on learning. There is no connection between what the students do today and what they will have to do tomorrow as adults. Massachusetts needs a charter school to demonstrate that a meaningful curriculum can be built for the same amount of money it costs to buy ineffective textbooks.

3. Integrating technology into the classroom

All schools tout the potential of technology in instruction, but precious

few take any advantage of this potential. Too many schools still spend hundreds of thousands of dollars creating computer labs and segregating instructional technology from the core of the school experience: classroom instruction. When computers do appear in classrooms, too many of them sit completely unused, or at least completely underutilized. Many of the teachers who actively use computers, don't know how to integrate them into their on-going classroom instruction. And it is more common to see individual students sitting in front of a computer playing drill games than cooperative learning groups sitting in front of a computer manipulating information in a simulation. Massachusetts needs a charter school to demonstrate that integrating technology into the classroom is more effective and less expensive than pouring money into computer labs.

4. Accommodating a diversity of learning styles

Finally, the educational community is coming to understand and appreciate the diversity within and among the children with which it must work. We are beginning to understand that within each child there are multiple intelligences, and that effective education must allow each child to learn in a variety of ways. At the same time, students do favor one learning style, but 20-30 students in a class will reflect a wide variety of favorings. The educational community is beginning to understand these issues, but few schools are able to implement these understandings. Massachusetts needs a charter school to demonstrate that accommodating a diversity of learning styles within a classroom promotes learning and costs nothing.

5. Building on social diversity

Our culture as a whole is becoming increasingly diverse: ethnically, linguistically, economically, racially, and so forth. And our culture is becoming increasingly sensitive to this diversity. But most American schools remain relatively homogeneous, and even those that reflect some diversity often do more to eliminate it within their walls (tracking, classes for the "gifted," etc.) than to build upon it. We are con-

vinced that learning within students and among them can be enhanced by creating an educational environment that takes advantage of this diversity. Massachusetts needs a charter school to demonstrate that building upon social diversity enhances student learning and requires no additional funding.

B. For both factors—the nature of Cambridge and the nature of the changes we propose—a charter school would help to effectively address these needs.

How would the Cambridge Charter School address Cambridge's need? On the surface, Cambridge would appear to be the last community within Massachusetts in need of a charter school. Cambridge has great diversity and that diversity is reflected in the schools. Cambridge schools are full of experimentation. Cambridge has been the home to nationally-recognized curriculum development projects. Many parents are actively involved in their children's schools.

But it is just this *appearance* which places Cambridge in need of a charter school. We are not suggesting that the Cambridge public schools are bad schools, just that they are not the appropriate environment in which to explore the kind of innovation that the charter school movement envisions. Theoretically, all of the changes we propose are possible within a public school system, especially one as seemingly open to change as the one in Cambridge. In practice, however, we are convinced that all of the changes we propose will get their best audience in a charter school.

We are proposing that the Cambridge Charter School be built on the framework of the five elements of Fusion Curriculum:

1. Realistically high expectations
2. Meaningful curriculum
3. Integrating technology into the classroom
4. Accommodating a diversity of learning styles
5. Building on social diversity

For a school to be able to implement these changes in a consistent and comprehensive fashion, a number of factors must take place. First, *all* of the teachers must be

committed to this kind of school, not even *most* of them. Second, the teachers must have the will and the energy to work hard and to work together in a coordinated fashion. Third, the school must be small enough that it can develop a coherent personality. It cannot be everything to all people; it must be who it is and that that exceptionally well. Fourth, the school must have the right mix of adult professionals: new and experienced teachers, teachers and support staff (social workers, staff developers, curriculum developers), professionals and para-professionals, one administrator/leader. Finally, the school must be able to spend its financial resources in a way that is completely consistent with its core philosophy and underlying purpose. It is only in a charter school where it is possible for all these five factors to take place simultaneously.

4.) School Demographics:

A. The Cambridge Charter School will be located in Cambridge. No facility has been secured. It is central to the school's mission that it be located in Cambridge, but there is no need to be located in any particular part of Cambridge, since almost all areas of Cambridge are reasonably diverse and all areas are readily accessible.

B. Cambridge was selected because of its diversity. One of the purposes of the Cambridge Charter School is to build a school upon the social diversity of its students.

C. The unique characteristic of the student population to be served is its diversity: racial, ethnic, cultural, gender, economic, and linguistic.

D & E. We must address together the issue of the school's size and the grade levels to be served. The Cambridge Charter School is designed to serve grades K-8. There are three major reasons for this decision. First, we want the Cambridge Charter School to be a model for other Cambridge public schools, almost all of which are K-8 facilities. Second, we feel substantial innovation is more likely with younger children and with teachers of younger children. Third, the kind of dramatic innovation which will work best with older children (Outward Bound Experiential Learning,

for example) is not especially replicable to other public schools, and we are committed to educational innovation which is replicable in other Massachusetts schools.

We are convinced that one of the major hindrances to substantial change in public education is the size of most schools; most schools are simply too large to encourage change and to encourage excellence. As a result, we envision that the Cambridge Charter School will involve approximately 200-250 students. We see this as the ideal number with which to start; we are not convinced that it will ever be in the best interests of the school to grow, but we remain more open on that issue. As a result, we envision the equivalent of nine classrooms, one at each grade level K-8. There will be inter-age grouping and cooperative teaching (to go along with the encouragement of cooperative learning), so the actual groupings may differ from these nine classrooms, but the number of students will reflect the nine classrooms as if there were one per grade level.

The school will group K-5 students a little differently than it will handle the older students. For young children, developing a strong, small, consistent group is of primary importance. Although children may work and play with children from other groups, all students in Grades K-5 will be in self-contained classrooms. The younger children will be divided into three inter-age groupings:

K-1

2-3

4-5

There will be two self-contained classrooms for each of these inter-age groupings. This will enable children and their parents to always have some choice in their classroom teacher.

Inter-age groupings are consistent with the plan of the school to build upon the diversity of the students; inter-age grouping simply adds another element to the already-existing social diversity of the students. Many teachers, however, find inter-age classrooms more difficult than single-age classrooms. That will not be a problem at the Cambridge Charter School; those teachers won't work there.

The social issues for older children are different than for younger children. They have a need for a well-defined community and the need to interact with a large enough group of their peers that they have a good likelihood of finding some of their classmates compatible. As a result, Grades 6-8 will be combined into a single upper-school community, with all the teachers working together with all of the students. The administrative model will be somewhere between the self-contained classroom of Grades K-5 and the one teacher/one content classroom of the high school.

5.) Recruiting & Marketing Plan:

A. The first step in publicizing the Cambridge Charter School to attract a sufficient pool of applicants is to determine the message we want to publicize. Although Fusion Curriculum is the distinguishing characteristic of the school, it is neither a term that anyone in the Cambridge community will recognize nor simple enough to provide a marketing handle for the school. On the one hand, the message must be simple and clear; on the other hand, the message must reflect the various aspects of Fusion Curriculum.

Given the diversity within Cambridge, it is safe to assume that parents will be attracted to the Cambridge Charter School for a variety of diverse reasons. This diversity is consistent with the different aspects of Fusion Curriculum itself. Some members of the community will respond most positively to the message: we will set high expectations for your children. Some members of the community will want to hear the message: technology is an integral part of the curriculum. Other members of the community will want to hear the message: we accommodate to alternative learning styles. Still others will respond most positively to the message: we build our school upon Cambridge's social diversity.

As a result of the richness of Fusion Curriculum and the diversity of Cambridge, one of the first tasks in publicizing the Cambridge Charter School will be to determine the different audiences for the school and to determine the different sets of issues and concerns of these different audiences. To this end, we will establish a series of focus groups throughout the city, inviting people from different neighborhoods, people from different ethnic groups, people from different churches, and peo-

ple from different political persuasions. The primary purpose of these focus groups is to understand people's issues so that the Cambridge Charter School can address and meets those issues. In this way, the focus groups will help us market our product because we will better understand our various audiences. A secondary purpose of these focus groups will be to introduce the Cambridge Charter School to many potential applicants and their parents.

There are many conventional marketing devices we will utilize to publicize the school throughout the community. We plan to utilize all of the following mechanisms:

- (1) storefront posters throughout the city,
- (2) community service radio spots,
- (3) newspaper articles, and
- (4) visits to various local access cable TV shows.

In addition to newspaper articles we plan to include an insert in both the Cambridge Chronicle and the TAB. It is our experience that newspaper inserts are cheaper ways of reaching more people than utilizing the mail. The insert will describe the school, explain its Fusion Curriculum, include a schedule of Open Houses (see below), indicate the location and hours of the Information Center (see below), and print the names and phone numbers of contact people.

We will also explore soliciting an in-kind contribution from one of the many billboard advertisers in Cambridge. We do not see this as a continuing effort. Rather, it is designed to make a big splash and get people talking about the Cambridge Charter School. It is not central to our efforts, but could be highly supportive, and well worth the effort to attract a sponsor.

The sum total of utilizing these various mechanisms is that we expect everyone in Cambridge to come in contact with publicity for the Cambridge Charter School three or four times during the year prior to the start of school.

B. At the same time the publicity campaign is underway, it is critical that we provide significant outreach to potential students and their families. We plan to print thousands of copies of a brochure, describing the school and its program, with por-

tions in the 4-5 major languages spoken in Cambridge. This brochure will be used as the immediate follow-up to anyone responding for more information as a result of the publicity campaign. The brochure will include information on the school and people to call for more personal service.

Once we have a sense of the neighborhood in which the school itself will be located, we will open an office/information center where people can come to talk about the school and their children. This information center will make it easy for people to follow-up with any questions or thoughts they may have, as well as attract people in the neighborhood.

We will also plan a series of Open Houses to promote the school and provide interested parents and students with opportunities to talk with staff members about the school. These Open Houses will take place during the evenings on Saturdays, to make it easier for people to attend. There will always be food available, to encourage people, and we expect to be able to solicit donations of coupons from local merchants for discounts at their establishments. Although we expect many people will genuinely want to attend these Open Houses, we understand the need to provide modest incentives...which is often all that is needed to push people over the participation threshold.

There are four groups within Cambridge we will actively solicit for support in reaching potential students and their families:

(1) PTAs

Although these organizations are associated with particular public schools, we can utilize some of them to support this new form of public school. Some of them may be too tied to the school and its principal, but many will be open to allowing us to attend meetings and share with parents what we are doing. Few PTAs are particularly sizable or active, but they are all made up of parents and parents are our primary audience.

(2) Community Organizations

Cambridge is full of community organizations: civic, political, social, and so forth. One of our first tasks will be to find those organizations

that are most supportive of the school and utilize them to help us reach potential students and their parents.

(3) Churches and Their Ministers

In many parts of Cambridge, the church is the focal point for social life. And in many neighborhoods, the minister is a central figure in both the civic and political life. Almost more than anything, the Cambridge Charter School needs to attract supporters who will champion the school and its purpose. The more of these people we have actively talking to and encouraging people to meet with us, the easier the job of recruitment will be.

(4) Local Businesses

There is hardly any group within a community more committed to quality education than its businesses. Businesses all too often have to pay the cost to train people the schools have failed. We are confident we can get the support of businesses for the school, both financially and from a recruitment perspective. We plan to hold events in some of the city's larger employers, both public (hospitals) and private (companies). We are confident we can attract people during their lunch hours to "mini Open Houses" designed to whet their appetites for additional information for and contact with the school.

Finally, for the year prior to the opening of school, we plan to have a full-time member of the staff working for the school, funded by Intentional Educations. A major portion of this person's responsibility will be to follow-up personally with each potential student and his or her responsible adults. In the end, it is this personal approach we feel will convince parents to send their children to the Cambridge Charter School.

6.) Admission Policy:

The admission policy of the Cambridge Charter School is to actively recruit students that represent the social, economic, racial, ethnic, and linguistic diversity of

Cambridge. There will be nothing about the school or its curriculum designed to attract specific students with particular interests (the arts, for example). Our expectation is that we will take everyone who applies, unless there are more applicants than there are places. In the latter case, it is our desire to run a lottery (as is currently done for the Pilot School at the Cambridge Rindge and Latin High School currently) that takes into consideration gender, ethnicity, and neighborhood, assuming the state law allows that interpretation of a lottery.

7.) Profile of Founding Coalition:

A. The core of the group that is working to apply for a charter is Jana Wincenc Dublin and Peter Dublin. Both have lived in Cambridge for twenty years and are parents of children who have attended Cambridge public (Tobin, Cambridge Rindge and Latin) and private (Fayerweather Street School) schools. Jana is currently a school social worker in two Boston public schools. She has been a social worker for ten years and a teacher and school consultant for more than fifteen years. Peter Dublin is currently president of Intentional Educations, one of the country's foremost developers of educational software. Prior to his founding Intentional Educations, he taught in urban public and private schools (New Haven and New York City) and at graduate school in Cambridge. Resumes for these two people have been included with this application.

Jana and Peter have been involved in education all of their professional lives. They began teaching in the 1960s and have continued to feel the influence of the educational reform efforts (movements) of that time. They both began as teachers and continue to find that their teaching experience provides a strong foundation for the other work they have done, social work for Jana and developing educational materials for Peter. They have always been advocates of public education, both in their personal and professional lives. As many who were significantly influenced by the open education movement of the 1960s, they have remained frustrated by their inability to affect social change in the institution of public schools. The charter school movement has enabled them to rekindle the fires that burned so ferociously in their youth, giving them an opportunity to combine that fervor with what they have learned from their work over the past twenty-five years.

Three others have already agreed to work with them to think through and plan the Cambridge Charter School. Carole Chaet currently teaches in the teacher-training program at Simmons College. Prior to that, she was Director of K-12 Social Studies for the City of Cambridge for ten years. She continues to have extensive contacts throughout the community and, especially, through the public school system. Carolyn Turk is currently the Assistant Principal at the Tobin Elementary School. She is a long-time Cambridge resident and well-respected both in the community and within the public schools. We know from personal experience that she is an exceptional teacher. John Strand currently works with the Efficacy Institute in Lexington. He is the former superintendent in Peoria (IL), Pelham (NY), and Newton (MA). He brings to the group exceptional managerial and organizational experience, both as a former superintendent and principal.

B. The group that is working together to apply for a charter has associated itself with Intentional Educations of Watertown, MA. Intentional Educations has been developing educational materials (both textbooks and educational software) since 1976. Its textbooks in the 1970s represented the first implementation of Fusion Curriculum. One of them (an 8th grade United States history textbook) has been included with this application. In 1981, Intentional Educations developed the best-selling **Bank Street Writer**, one of the most successful pieces of educational software ever. Over the past fifteen years, Intentional Educations has developed over twenty textbooks and 200 pieces of educational software. Intentional Educations will play an active (financial) part in helping to support some of the planning and start-up costs for the Cambridge Charter School.

C. Cambridge has substantial intellectual resources to bring to bear on the planning and implementing of the Cambridge Charter School. We have already begun to think about specific people we would like to interest in the school and solicit to help and advise us in a variety of ways. Aside from representatives of community organizations and churches, we are looking for people from the academic community (such as Marjorie Baaken, the President of Wheelock College), people active in Cambridge public school policy issues (such as former mayor, Alice Wolf), and Cambridge residents involved in state educational policy issues (such as State Senator, Mike Barrett). Although these people have not signed on to the project, they have all expressed an interest in the school.

8.) Timetable:

It is impossible at this early date to prepare a comprehensive and completely accurate schedule. What follows are our preliminary thoughts.

February 15, 1994	Submit Charter Application: Part I
March 15, 1994	Receive response from Secretary of Education; assume response encourages us to continue with application process
March 15, 1994	Begin process of recruiting additional members to the Advisory Board
April 1, 1994	First meeting of Advisory Board; begin to draft the Part II Application; develop list of possible corporate and grant sponsors of the planning process
May 1, 1994	Have list of 3-4 possible building sites; second meeting of Advisory Board; finalize all policy decisions included in Part II Application; solicit letters of support for Part II Application
June 1, 1994	Submit Charter Application: Part II; tentative financial arrangements for building purchase/lease in place
July 1, 1994	Solicit tentative support from corporate and grant sponsors
August 1, 1994	Charter granted; begin work on Part II Application
September 1, 1994	Full-time staff member responsible for planning on board; school building decision finalized and financing in place; secure corporate planning support; submit grant applications for start-up costs
October 1, 1994	First round of publicity, including newspaper insert; first of monthly Open Houses; Funding section of Part III Application finished; solicit bids for building renovations
November 1, 1994	Code of Conduct and Special Needs Students sections of Part II Application finished; Information Center opens
December 1, 1994	Accountability and Liability and Insurance sections of Part III Application finished; building renovations contract signed

January 1, 1995	Transportation and Governance sections of Part III Application finished; building renovations begun; billboard displayed; goal is to have 50 student applications by this date
February 1, 1995	Charter Application: Part III submitted; begin the process of interviewing professional staff for school; goal is to have 100 student applications by this time
March 1, 1995	Final approval of Charter Application; secure bank line of credit; goal is to have 150 student applications by this time
April 1, 1995	Final selection of professional staff; begin to interview para-professional staff; solicit bids for sub-contract work (lunches, custodial, etc.); initiate contacts with potential collaborating partners (Harvard, Leslie, Wheelock, Simmons for student teachers; Teacher-for-America; etc.); goal is to have 200 student applications by this time
May 1, 1995	Final selection of all school staff; goal is to have 250 student applications by this time
June 1, 1995	Student lottery; building renovations complete
July 1, 1995	Beginning of staff summer session; beginning of outfitting the school
August 1, 1995	
September 1, 1995	First day of school



Intentional Educations

COMPANY PROFILE

Intentional Educations began in 1976 as a developer of educational materials, and produced its first textbook the following year: **Sociology, People in Groups** (Science Research Associates). Its most successful book to date has been a junior high school book: **Macmillan Computer Literacy** (Macmillan Publishing Company). Its largest product to date has been the **Laidlaw English** elementary basal textbook program (published by Macmillan), which consists of over 90 components.

Over the past fifteen years, Intentional Educations has become one of the country's foremost developers of quality educational software. Its products—from the best-selling **Bank Street Writer** to the recently-acclaimed **Miner's Cave**—have been published by most major publishers. Intentional has gained a reputation as a developer with the capacity to create educational and low-end productivity products which effectively and simultaneously reach the home and school markets.

Intentional Educations has the ability to create products which integrate both its print and software capabilities. Its products span the range from primary school through college. Intentional co-authored the **MicroWorks** print program for Wasatch Education Systems, while creating the software the **Intentional ToolKit** upon which the print program is based. Similarly, Intentional authored the booklets for **Scholastic Notes**, while creating the software upon which the product is based. Most recently, Intentional has created **Quest** for making study guide and **Quisitor** for making test-making software, integrated with printed study guides and tests.

Intentional Educations has offices in Watertown, Massachusetts (minutes outside of Boston) where a full-time staff carries out design, authoring, and programming. The company draws upon the rich freelance resources of the Greater Boston area and beyond, as needed, to carry out any given project. Intentional relies heavily upon elementary, secondary, and college-level teachers to insure the accuracy and appropriateness of its work.

In-house, designer/managers run each project. These people have experience in teaching, writing or programming, and curriculum development, in addition to prior experience directing Intentional's software and print projects. The project manager assembles a team of subject supervisors, teachers, and school administrators, and/or university professors to design and write software and print materials. These educators bring the perspective of their jobs in educational settings to their work for Intentional as authors and designers.

Production of print materials is handled through Intentional's own in-house desk-top publishing facility, through which it can provide a publisher with camera-ready mechanicals. Production of software is the responsibility of the full-time programming staff. Currently, Intentional Educations employs three full-time programmers.



Intentional Educations

Product History

Intentional Educations is one of the country's foremost developers of educational materials. Since 1977, Intentional has developed a large number of educational products, both print and software, for the college, school, and consumer markets, some of which are listed below.

School Software

Reading and Language Arts

Acrobat (Scott Foresman)
Class Cloze Reading Writer (J. Weston Walch)
Complete Writer: Campaign (Learnco)
Complete Writer: Newsroom (Learnco)
Dueling Catapults (Scott Foresman)
English Composition I & II (MindPlay)
Grammaze (Scott Foresman)
Helpful Writer (Learnco)
Literature of a Heroic Past (Looking Glass)
The Predictor (Don Johnston Dev. Equip.)
Reading Literary Non-Fiction (Looking Glass)
Reading Stories (Looking Glass)
Reading to Inform (EPC)
Secret Language (Scott Foresman)
Snap Judgment (Scott Foresman)
Vocabulary Tutor I, II, & III (MindPlay)
Writing Workshops (DC Heath)
The Write Approach (QUEUE)
Wordwright: Crossword (Looking Glass)
Wordwright: Wordsearch (Looking Glass)

Challenge Series (QUEUE)
Class Fiction Finder (J. Weston Walch)
Complete Writer: Mystery (Learnco)
Complete Writer Skills Series (Learnco)
Easy Study (Educational Resources)
English Literature I & II (MindPlay)
Ground Grabber (Scott Foresman)
Jr. High Writing Series (MindPlay)
Myspellery (William K. Bradford)
Reading from Novels (Looking Glass)
Reading Poetry (Looking Glass)
Reading to Entertain (EPC)
Reading to Persuade (EPC)
Sentence Builder (QUEUE)
Sr. High Writing Series (MindPlay)
Wacky Word Games (Coleco)
WordStar Tutorial (Xerox/Ginn)
The Write Steps (Nystrom)
Wordwright: Fragmentation (Looking Glass)
Writing Basics (William K. Bradford)

Social Studies

American Govt Simulations (Focus Media)
Challenge Series (QUEUE)
Dawn's Early Light (Software Toolworks)
Easy Search: Inventions (Focus Media)
Easy Study (Educational Resources)
Expansion Brings Battles (EPC)
The Melting Plot (Software Toolworks)
NewsWorks II (Newsweek)
Some Early Arrivals (EPC)
World History I & II (MindPlay)
World War II (EPC)

American History I & II (MindPlay)
Countries of the World (Houghton Mifflin)
Easy Search: 50 States (Focus Media)
Easy Search: World (Focus Media)
Environment Tutor (MindPlay)
Hail to the Chief (Software Toolworks)
NewsWorks I (Newsweek)
NewsWorks III (Newsweek)
20th Century America (Educational Activities)
World Mystery Series (Educational Resources)

Educational Adventures

Dr. Jesse's Dinosaur (Grolier)
Hospital (Grolier)
Max Dublin's Treasure (Grolier)

Farewell Alaska (Grolier)
The Isle of Mem (Grolier)
The Otters' Adventure (Grolier)

Science

A Matter of Mystery (Software Toolworks)
Biology Tutor (MindPlay)
Chemistry for Mastery (William. K. Bradford)
Easy Search: Chemical Hotline (Focus Media)
Easy Search: Solar Rescue (Focus Media)
Environment Tutor (MindPlay)
Food, Glorious Food (Software Toolworks)
General Science II (MindPlay)
Introduction to Biology (QUEUE)
Introduction to Physics (QUEUE)
Physics Tutor (MindPlay)

Biology Experiments (MindPlay)
Chemistry Experiments (MindPlay)
Chemistry Tutor (MindPlay)
Easy Search: Diet Detective (Focus Media)
Easy Study (Educational Resources)
Food Chains and Webs (Silver-Burdett)
General Science I (MindPlay)
General Science III (MindPlay)
Introduction to Chemistry (QUEUE)
Miner's Cave (MECC)
The Upper Crust (Software Toolworks)

Math

Access to Math (Don Johnston Dev. Equip.)
Alphabet Challenge (QUEUE)
General Math I & II (MindPlay)
Math Challenge (QUEUE)

Algebra Challenge (QUEUE)
Connections: Building Math Understanding (SVE)
Math Connections (DC Heath)
Number Sense (William. K. Bradford)

Business

Accounting Principles (Glencoe/McGraw-Hill)
Easy Study (Educational Resources)
What Every Supervisor ... (Glencoe/McGraw-Hill)

Business Writing I & II (MindPlay)
Jr. Executive (MindPlay)

Tools

Bank Street Writer (Scholastic)
Class Spreadsheet (J. Weston Walch)
EduCalc (Houghton Mifflin)
Easy Graph (Houghton Mifflin)
Friendly Filer (Houghton Mifflin)
Grolier Writer (Houghton Mifflin)
MacroWriter (Macro Systems)
MindPlay Works (MindPlay)
Research Planner (Grolier)
Topic Finder (Grolier)

Class Filer (J. Weston Walch)
Class Writer (J. Weston Walch)
Earthworks: EZ Office (PC Direct)
Easy StudentWorks (Educational Resources)
The Great Book Search (Grolier)
MacmillanWorks (Macmillan)
MicroWorks Tools (Wasatch)
Notecard Maker (Houghton Mifflin)
Three to Get Ready (QUEUE)
Wonderquest (Grolier)

Software/Print Products

Math Connections, Grades 4-8 (DC Heath)
MicroWorks: Creative Writing (Wasatch)
MicroWorks: Literature (Wasatch)
Scholastic Notes: Huckleberry Finn (Scholastic)
Scholastic Notes: Julius Caesar (Scholastic)
Scholastic Notes: Pride and Prejudice (Scholastic)
Scholastic Notes: Romeo and Juliet (Scholastic)
Scholastic Notes: Tale of Two Cities (Scholastic)
Scholastic Notes: Walden (Scholastic)

MicroWorks: Composition (Wasatch)
MicroWorks: Grammar (Wasatch)
Scholastic Notes: Hamlet (Scholastic)
Scholastic Notes: Jane Eyre (Scholastic)
Scholastic Notes: Macbeth (Scholastic)
Scholastic Notes: Red Badge (Scholastic)
Scholastic Notes: Scarlet Letter (Scholastic)
Scholastic Notes: Turn of the Screw (Scholastic)

Management

Bursar (Addison-Wesley)

Easy Grade (Educational Resources)

Easy Test (Educational Resources)
The Manager (Prentice-Hall)

Equip (Addison-Wesley)
Purchase (Addison-Wesley)

Quisitor Testmaking Clients

Appleton & Lange
Educational Resources
EMC
DC Heath
Glencoe Macmillan/McGraw-Hill
Houghton Mifflin
Macmillan
McGraw-Hill Book Company
McDougal-Littell
Prentice Hall

College Products

Instructional Software

Accounting Principles 3E (McGraw-Hill)
Basic Math Skills 2E (McGraw-Hill)
Breaking Through (HarperCollins)
Business English (PWS Kent)
College Algebra w/ Trig 4E (McGraw-Hill)
Criminal Justice in America (Merrill)
Efficient and Flexible Reading (HarperCollins)
Government Simulations (Harper Collins)
Holtzclaw Chemistry Tutorials (DC Heath)
Introduction to Biology (QUEUE)
Introduction to Physics (QUEUE)
One-on-One Business English (PWS Kent)
Places in Time (Houghton Mifflin)
Resume Guide (Harper Collins)
Speech Designer (Houghton Mifflin)
Student Thinking Skills (Harper Collins)
Take Charge (Harper Collins)
The Big Three (Macmillan)
Writing About Hamlet (DC Heath)

American Government (DC Heath)
Beginning Algebra 2E (McGraw-Hill)
Brock Accounting (Glencoe)
College Algebra 10E (McGraw-Hill)
College Reading & Study Skills (HarperCollins)
Developmental Reading Software (DC Heath)
Financial Accounting 6E (McGraw-Hill)
Guide to College Writing (DC Heath)
Intermediate Algebra (McGraw-Hill)
Introduction to Chemistry (QUEUE)
Journey (HarperCollins)
Organic Chemistry (QUEUE)
Precalculus 2E (McGraw-Hill)
Sentences & Paragraphs (DC Heath)
StatTutor (HarperCollins)
Successful Resumes (Delmar)
Technical Mathematics (Merrill)
The Western Heritage 4E (Macmillan)
Zumdahl Chemistry Tutorials (DC Heath)

Texts

Using Wordstar 3.3, VP-Planner, & dBASE III Plus (McGraw-Hill)
Using WordPerfect 4.2, VP-Planner/Lotus, and dBASE III Plus (McGraw-Hill)
Using Software Tools: Wordstar 4.0, VP-Planner/Lotus, and dBASE III Plus (McGraw-Hill)
Using Software Tools: WordPerfect 4.2, VP-Planner/Lotus, and dBASE III Plus (McGraw-Hill)

College Bookstore Software

Election Time Simulations (Jump Start)
Allocating Resources Simulations (Jump Start)
Human Body Tutorial (Jump Start)
Atoms and Elements Tutorial (Jump Start)
Force & Motion Tutorial (Jump Start)
Psychology Experiments (Jump Start)
French Study Guide (Jump Start)

Congressional Issues (Jump Start)
Interpreting Policy Simulations (Jump Start)
Animals Tutorial (Jump Start)
Chemical Reactions Tutorial (Jump Start)
Light, Mirrors, & Lenses Tutorial (Jump Start)
Spanish Study Guide (Jump Start)
Grammar Study Guide (Jump Start)

Algebra Study Guide (Jump Start)
Intro to Business Study Guide (Jump Start)
Fizzco: A Business Simulation (Jump Start)

Gemoetry Study Guide (Jump Start)
Accounting Study Guide (Jump Start)
World History Study Guide (Jump Start)

Consumer Software

All About our World (KidZone)
American History Challenge (Pacific Tri Micro)
Career Moves (Maverick)
Discover Alphabet (Maverick)
Discover Math (Maverick)
Discover US History & Geography (Maverick)
Dr. Logo Activity Cards (Digital Research)
Encore Spreadsheet (Pacific Tri Micro)
Entrepreneur (Maverick)
Fizzco (Pacific Tri-Micro)
GeoFacts: North America (KidZone)
Home-based Business (Maverick)
Law-in-a-Flash (Law-in-a-Flash)
Office Partners (Maverick)
Return of the Dinosaurs (AEC)
Schoolhouse (Maverick)
StudyMate: American History (CompuTeach)
Term Paper Writer (Mediagenic)
Turning Your Idea into a Business (Maverick)
W.O.R.K. at Home (DesignWare)
The Write Stuff (Harper & Row)
Write, Spell, & Thesaurus (Melody Hall)
Writing for Fun (Pacific Tri Micro)

Algebra Challenge (Pacific Tri Micro)
Bank Street Writer (Broderbund)
Checkbook, Calc, & Filer (Melody Hall)
Discover Chemistry (Maverick)
Discover Numbers (Maverick)
Discovery Chest Compendeum (KidZone)
Encore Filer (Pacific Tri Micro)
Encore Writer (Pacific Tri Micro)
First Hand (Maverick)
GeoFacts: World (KidZone)
GO! Plus Writer/Filer/Spreadsheet (LTI/Merit)
KidSoft Works (KidSoft)
Math Challenge (Pacific Tri Micro)
PC Write/Plan/Track (Maverick)
Secrets of Science Island (Grolier)
StudyMate: Business (CompuTeach)
StudyMate: World History (CompuTeach)
Treasure Hunter (Grolier)
Vocab Tutor (Pacific Tri Micro)
WordWorx (Reston)
Write, Calc, & Filer Pack (Melody Hall)
Writing Advantage (KidZone)
You are on the Supreme Court(Pacific Tri Micro)

Print Materials

Textbooks

Computers & Administration (Addison-Wesley)
Computers & Reading (Addison-Wesley)
Discovering Our Past: US History (SRA)
Governing Your Life: Civics (SRA)
Laidlaw English, Grades 1-8 (Macmillan)
Macmillan Secondary English (Macmillan)
Sociology: People in Groups (SRA)

Computers & Math (Addison-Wesley)
Computers in Special Education (Addison-Wesley)
Economics: Meeting People's Needs (SRA)
Government: The People Decide (SRA)
Macmillan Computer Literacy (Macmillan)
Practical Guide to Computers in Ed (Addison-Wes)

Ancillaries

American Government TRB (Merrill)
Exploring Texas (Steck-Vaughn)
Kindergarten Math Workbook (Laidlaw)
Point of View/Civil War TG (Scholastic)
World Geography, Texas Manual (Merrill)
Writing Skill Builders (Media Materials)

Basic Science for Living (Steck-Vaughn)
The Human Experience TRB (Merrill)
Point of View/Overview Workbook (Scholastic)
Practical Problem-Solving (Media Materials)
World History TRB (Merrill)
Your English Handbook, Grades 1-6 (HBJ)

Self-Published Products

Classroom Computer News

Facing History and Ourselves

